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ABSTRACT

Curriculum units are presented which were designed and field-tested by four school divisions in Virginia. It is felt that neither the regular, level-one foreign language course nor the conventional exploratory program are satisfactory for the junior high school. The present course is designed to: expand the middle school curriculum to include experiences in languages; develop interest in and awareness of language and culture using basically a humanistic approach; and encourage more students to enroll in foreign language courses at the high school level. The units deal with: verbal and nonverbal communication; animal communication; elements of nonverbal communication for man as related to senses; man's desire to communicate; language families and historical development of languages; cross-culture nonverbal communication; contributions to impairment of communication; learning another language; language and culture; dialects; language sounds; signs, symbols and writing systems; and words and their meanings. Each unit consists of a description, lists of concepts, objectives, activities and audiovisual aids, and a bibliography; most also contain bulletin board ideas. There is no textbook for the course, but reference materials are listed and many of the "suggested activities" refer the teacher to various sources for detailed information. (Author/SW)

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INTRODUCTION TO FOREIGN LANGUAGES

An Exploratory Course That's Different...

Developed jointly by

The Foreign Language Service
Virginia State Department of Education
and
The Lynchburg, Chesapeake, Roanoke
and Prince William County Public
School Divisions

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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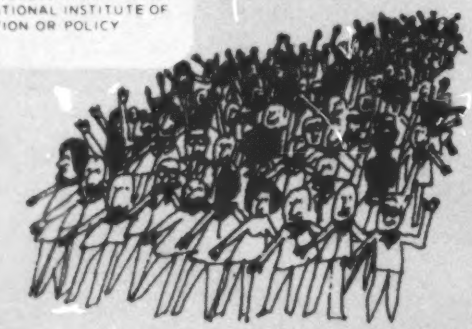

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There are essentially two types of foreign language programs offered in junior high school curricula today. The most popular is the regular, level-one course of the high school sequence of courses. It offers a decided advantage to the student who finds that he enjoys the language and wants to continue the study of it for several years. By starting early, he can lengthen his high school foreign language experience. There are some disadvantages, however. Those students who discover that they do not wish or are not able to pursue the study of language, at least at that time, usually find themselves confined to that class for a full academic year or at least a semester. In some schools, only selected, so-called academically-talented students may enroll in a foreign language course in the junior high school, although this is not advocated by the majority of the foreign language profession. This practice seems to be in conflict with the philosophy of the junior high school which would hold the curriculum open to all students.

The conventional foreign language exploratory offerings may seem to suit the curriculum structure and philosophy of the junior high school. They, however, also entail many difficulties and limitations. In most cases, the students' exposure to a language is confined to the initial material that is encountered in a regular level-one course. This practice leads to needless repetition when the student enrolls in the level-one course. Another limitation is that often one teacher is responsible for instruction in all of the languages included in the exploratory course. Rarely is the instructor equally qualified to work with all of them, and his personal proficiencies and prejudices may adversely affect the instruction. The use of several different teachers to teach the different language components of the program does not necessarily solve this dilemma, for students often then make their choices as to which language to study on the basis of the popularity of the teachers. A third and more serious limitation of conventional exploratory programs is that they sometimes do not include all of the languages offered in the high school program. This would seem paradoxical.

Neither the regular, level-one foreign language course nor the conventional exploratory program serves the purpose of the junior high school well. Yet languages in the junior high school curriculum, in both the level-one and exploratory forms, are popular. It would seem that a better alternative should be developed.

The accompanying curriculum units form the nucleus of a course designed to: expand the middle school curriculum to include experiences in languages; provide a deeper appreciation of languages, including our own; develop interest in and awareness of language and culture using basically a humanistic approach; and encourage more students to enroll in foreign language courses at the high school level. This course does <u>not</u> attempt to assist the student in deciding which foreign language course he will select in high school or to interest him in any one language over another.

Threaded throughout the course are samplings of various languages including many <u>not</u> taught in the schools. These samplings may consist of the learning of a simple song, some familiar expressions in the language, information on customs, or perhaps modeling costumes from a particular country. The language samplings are presented by native-speaker volunteers from the community. Therefore, the languages presented will vary from one school system to another.

The course was designed and field tested by four school divisions in Virginia, in cooperation with the Virginia State Department of Education. Neither the length nor the grade level of the course is predetermined. In Virginia it has been taught at both the seventh and eighth grade levels, and the course length is one semester in some schools while in others it extends to an entire academic year.

It should be noted that there is no textbook for this course. Instead, reference materials are listed, and many of the "suggested activities" in the units refer the teacher to the various sources for detailed information. It is strongly suggested that schools adopting this exploratory course purchase the books recommended on Attachment B--"References for Teachers," as well as a class set of the materials on Attachment A--"References for Students."

Information contained on the other attachments is also noteworthy:

Attachment C

SUGGESTED TEACHING SEQUENCE OF UNITS

The teacher may wish to alter this sequence, depending on the length of the course (semester, year) and the needs and interests of the students.

Attachment D

SAMPLE INFORMATION LETTER FOR VISITING INFORMANT

This letter was written and used by one of the teachers in the pilot program.

Although the units have been revised and edited, we realize that they are not perfect. However, to our knowledge, no similar course exists elsewhere. We have had a favorable reaction to the course in Virginia, but we are also interested in the reactions of our colleagues in other sections of the country. All comments or suggestions may be addressed to:

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State Department of Education
Richmond, Virginia 23216

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ATTACHMENT A

REFERENCES FOR STUDENTS

Pei, Mario. All About Language. New York: J. B. Lippincott Co., 1954.

or

Pei, Mario. The Story of Language. New York: The New American Library, 1965. (paperback)

Fersh, Seymour. Learning About Peoples and Cultures. Evanston, Illinois: McDougal-Littel and Co., 1974.

Born, Thomas. Understanding Language (Semantics 1,2,3,4). Middletown, Conn.: Xerox Educational Publications, 1969.

Reynolds, William. The Random English Series. The Nature of Language, Dialects in America, Practical Semantics, and Non-Verbal Communication. New York: Random House, Inc., 1973.

Funk, Charles Earle. Thereby Hangs the Tale. New York: Harper and Row, 1972.

Pei, Mario and Ramondino, Salvatore. Dictionary of Foreign Phrases. New York: Dell Publishing Company, 1974.

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ATTACHMENT B

REFERENCES FOR TEACHERS

Language Teaching: (one or more of the following)

a. Mary Finnochiaro. Teaching Children Foreign Languages. McGraw-Hill, Inc. 1964,

b. Grittner, Frank, ed. Student Motivation . Skokie, Ill.: National Textbook Co., 1973.

c. Wilga M. Rivers. A Practical Guide to the Teaching of French. Oxford University Press, N.Y., 1975.

d. Wilga M. Rivers, Kathleen Mitchell Dell'orto, and Vincent J. Dell'orto. A Practical Guide to the Teaching of German. Oxford University Press, N.Y., 1975.

Study of Language: (one or more of the following)

a. John P. Hughes. The Science of Language. Singer School Division of Random House, Order Entry Department, Westminster, Maryland 21157.

b. Dwight Bolinger. Aspects of Language. New York: Harcourt, Brace, Jovanovich, Inc. Revised Ed., 1975.

c. Mario Pei. The Story of Language. New York: The New American Library, 1965.

d. S. I. Hayakawa. Language in Thought and Action. New York: Harcourt, Brace, Jovanovich, Inc., 1972 3rd ed.

Communication: (one or more of the following)

a. Edward T. Hall. The Silent Language. Garden City, Long Island, N.Y. 11531: Doubleday and Co., Inc., 1973.

b. Karen R. Krupar. Communication Games, N. Y. Free Press, 1973.

c. Julius Fast. Body Language. M. Evans and Company, Inc. (available in paperback at all bookstores).

Language and Culture: (all of the following)

a. The Language of Man Book I, 1972
" " " " Book II, 1972
" " " " Book III, 1971
" " " " Book IV, 1971
" " " " Book V, 1971
" " " " Book VI, 1971

b. Learning About Peoples and Cultures, Fersh, 1974,

They are all from McDougal, Littell and Company, Inc., P.O. Box 1667, Evanston, Illinois 60204. The Virginia representative is Tom Pritchard, P.O. Box 520, Wendell, North Carolina 27591.

ATTACHMENT C

SUGGESTED TEACHING SEQUENCE OF UNITS

Communication: Verbal and Non-verbal

Animal Communication

Communication: Elements of Non-Verbal Communication for Man as Related to Senses

Communication: Man's Desire to Communicate

Language Families and Historical Development of Languages

Communication: Cross Culture Non-Verbal Communication

Communication: Contributions to Impairment

Learning Another Language

Language and Culture

Dialect--The Language of the Group

Sounds of Language

Signs, Symbols and Writing Systems

Words and Their Meanings

ATTACHMENT D

As you prepare for your coming visit to _____,

there are some areas that you could consider covering. It is not necessary to do all. Select those with which you are most comfortable.

I. Show slides of the country.

II. Talk about the schools: length of day, homework, discipline, etc.

III. What do the young people enjoy doing?

IV. Mention some of the favorite foods.

V. Specific problems you met in speaking another language: sounds in your language that are not in English for example, any English words that are in your language as loan words and any words which English has borrowed from your language.

VI. Are there any gestures or facial expressions that you have which differ from those in the U.S.?

VII. Specific differences in holiday celebrations: Christmas, weddings, Easter, etc.

VIII. Teach some expressions in your language. (Also could you write these out on a sheet of paper for me? Too, could you prepare a cassette tape once you come to class with these expressions?)

A. Hello.
B. How are you?
C. Fine, thanks.
D. Good bye.
E. I love you.
F. What time is it?
G. It is noon.
H. Then, it's lunch time.
I. Numbers from 1-10.

IX. Teach a dance or short song if you know one that is appropriate.

X. Model costumes from your particular country.

XI. Play a record to illustrate the differences or likenesses in music.

Prepared by:

Gloria Cash
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COMMUNICATION: VERBAL AND NON-VERBAL

Description

Men use both verbal and non-verbal means to communicate. This unit explores how each is necessary to effective communication.

Concepts

1. Man uses both verbal and non-verbal means to communicate.
2. Gestures began with the origin of language.
3. Non-verbal cues enable a person to convey intellectual information in an effective manner.
4. Non-verbal cues convery emotional information such as anger, boredom, happiness, etc. effectively.
5. Facial expressions and body movements frequently qualify the meaning of a word.
6. Everything done that is perceptible to the eye carries meaning.
7. A person reacts to a visual stimulus either positively or negatively.
8. Gestures without words are most often used when verbal communication is not practical, not necessary, or not desirable.

Objectives

1. To distinguish between verbal and non-verbal cues when given examples of both:

verbal	non-verbal
"Hi"	wave to someone
"He's late again"	pointedly look at watch
"Will you go with me?"	beckon to come on
"I'll hit you!"	make fist toward person

2. To give two demonstrations showing how visual aids help to convey intellectual information
3. To demonstrate in a given situation the importance of non-verbal cues in conveying emotional information such as:

   boredom
   anger
   joy
   affection

4. To demonstrate how gestures, facial expressions and body movements frequently aid in the complete understanding of a word

   Examples:
   up-and-down nod and smile to indicate approval
   side-to-side shake of head emphasizes NO!

Activities

1. Role-playing and pantomiming--Select activities in which students pantomime actions, attitudes, moods, sounds, synonyms, antonyms or role-play situations of varying length and content. See Language of Man, I, pp. 38-57.

2. Have students plan and give a demonstration in two parts. First give the explanation without using aids. Then repeat the explanation using charts, diagrams, etc., such as how to change a tire, make a dress, bake a cake, build a tree house or put up a tent. At the conclusion have the class decide which explantion was the most helpful.

3. Have students prepare two short skits showing the same situation. The first will be talked out only, with no motion or expression. The second time will have the students mobile and relaxed. At the conclusion of the skit have the audience discuss their reactions to the two presentations. Discuss the necessity of non-verbal cues in conveying emotional information.

4. Use videotape to tape a skit presented by students. Play only the sound first. Then play both the sound and the picture. Discuss with students how the non-verbal cues help to convey information.

5. Have student act out situation, with gestures only, where he lands on another planet and must communicate with the inhabitants. See Student Motivation, p. 138.

6. Using tone of voice and gestures, have students read aloud the following (Language of Man, II, p. 45):

   A. Say the expression "AH" as it would be said by
      An audience seeing a puppy on stage
      A girl picking up an earthworm
      A student who hears a test is cancelled
      A carpenter smashing his thumb

   B. Say "I'm thirsty" as it would be said by
      Count Dracula
      An angry little boy
      A man on the street
      A whining little boy

   C. Say the phrase "He's Smart" to mean
      He's stupid
      He's very brilliant.
      He's a smart-alecky wise guy!
      It's he, not Bob, who is smart.

   D. Say "I said that" to mean
      Yes, it was I who said that.
      Did I really say that?
      I told you before, you weren't listening!
      I mean that one, not the other one.

7. Have students experiment with some gestures that go with speech which give it fuller meaning. Each member of the class, without telling his choice, selects one of the statements from the list below for expression, first, by gesture only. Taking turns, each member of the class stands and gives a silent demonstration of the gesture he thinks goes with the statement he has chosen. The other members have no more than three tries to guess which statement from the list is being demonstrated. After a correct guess, the performing student repeats the original gesture, but this time he speaks the statement that goes with it. After each wrong guess, the person who made the error must perform the gesture along with the statement he thought went with the gesture. Following three wrong guesses, the original performer combines the gesture and his chosen statement. Discuss any performance in which gesture and statement do not seem matched. Be prepared to defend any guess called "wrong" by the performer, but which seems "right" to you, give the gestures he made. A class vote is a good way to settle such differences of opinion. (Nonverbal Communication, p. 36.)

a. "you bum, you struck out with the bases loaded!"
b. "I'm worried."
c. "Look, you can trust me."
d. "Listen, do you want it or not?"
e. "How was I to know?"
f. "Wow! A Rosecrested Bugn(bbler!"
g. "Speak up. I can't hear you."
h. "Eeek! A mouse!"
i. "I accept the nomination."
j. "Get out and stay out."
k. "Everything is A-Okay."
l. "Have a seat."
m. "Peace"
n. "Two away out there, you guys!"
o. "The fish was this big."
p. "Nancy, this is Melvin. Melvin, Nancy."
q. "Aw, g'wan, You're putting my on."
r. "Psst!"
s. "Stay away from me!"
t. "Who" Me?"
u. "C'mon in, the water's fine."
v. "Cluck, cluck. You sound like a bunch of chickens."
w. "I've had it up to here with your nonsense!"
x. "Welcome to our home"
y. "He's a little goofy."
z. "Let me say, first . . ."
aa. "Spare a dime, mister?"
bb. "Stop right there!"
cc. "You naughty girl!"
dd. "How do you like my hairdo?"

8. See information about gestures in Understanding Language, Book IV, pp. 16-17.

9. Illustrate the importance of verbal communication by using games in "Switched Symbols" (pp. 29-33) and "Model Game" (pp. 39, 43) in Communication Games.

10. Study the differences in verbal and non-verbal Communication using games in "Glance Interaction" (pp. 59, 61), "Charades" (p. 63), and "Pipe Cleaner Game" (p. 64) in Communication Games.

11. Have students make up one gesture for getting attention or permission to speak. Use gestures in the classroom.

12. Silent Cocktail Party -- On a 3X5 notecard have students write their name, the role they play, three things that they do best, and where they would like to be. Students pin cards on and mill around the room to meet each other. They cannot talk but must remain completely silent.

13. Work puzzle "Express Yourself" from Find-a-Word, Vol. II, 10, pg. 31.

Audio-visual Aids

Films:

1. The Fence, 7 min., color, 1969. BFA Educational Media.
2. Occurrence at Owl Creek Bridge. 27 min., black and white, 1956. McGraw-Hill.
3. Tillies Punctured Romance. 43 min., black and white, Macmillan Films (w/Charles Chaplin, Marie Dressler).

(The following films, #4-8, are available to Virginia teachers from the Bureau of Teaching Materials, State Department of Education, Richmond, Virginia.)

4. Boomsville, 11 minutes, color, 1970. Learning Corp. of America.
5. Red Balloon. 34 minutes, color, 1956. Documentary Films.
6. Deer and the Forest--A Study without Words. 16 minutes, color 1969. Encyclopaedia Britannica Educational Corporation.
7. Understanding Communications. 10 minutes, color, 1970. Anti-Defamation League.
8. Communication by Voice and Action. 13 minutes, color, 1969. Centron Corporation.

Bibliography

1. Born, Thomas. Understanding Language, Book IV, "Levels of Meaning." Middletown, Connecticut: Xerox Corporation-American Education Publications, 1969.
2. "Express Yourself," Find-a-Word. Vol. II, 10, Nov., 1973. Derby, Connecticut: Charlton Publications, Inc.
3. Fast, Julius. Body Language. M. Evans and Company, Inc., 1970.
4. Grittner, Frank M., ed., Student Motivation and the Foreign Language Teacher. Skokie, Illinois: National Textbook Company, 1973.
5. Hall, Edward. The Silent Language. Greenwich, Connecticut: Fawcett Publication, Inc., 1959.
6. Krupar, Helen. Communication Games. New York. The Free Press, 1973.
7. Littell, Joseph Fletcher, ed. Language of Man. Evanston, Illinois: McDougal, Littell and Company, 1971.
8. Pei, Mario. The Story of Language. Philadelphia: J. B. Lippincott Company, 1965.

9. Reynolds, William. Nonverbal Communication. New York: Random House School Division, 1973.

Bulletin Board

1. Have students bring in pictures of gestures. Label each or leave open for discussion.

Additional reading

1. The Story of Language. Mario Pei, Part I, Chapters 1 and 2.

ANIMAL COMMUNICATION

Description

This unit explores the ways animals communicate among their kind and with other animals.

Concepts

1. Animals have different ways of communicating.
2. Most animal communication is instinctive.
3. No other animal except man can talk.
4. Most lower animals depend on body language far more than man does.

Objectives

1. To list things that animals can communicate among their kind to others:
   a. fear
   b. anger
   c. hunger
   d. affection
   e. pain
   f. curiosity
   g. territorial possession
   h. aggression
2. To give examples of the different ways animals communicate:
   a. beaver slapping tail
   b. dog growling
   c. cheetah mewing
   d. bees dance
   e. dolphin's sonic waves
   f. deer waving tail
   g. seals barking
3. To give examples of how animal communication is instinctive such as a young kitten hissing, a turtle withdrawing into its shell, a dog wagging its tail.

Activities

1. Describe through observation how a cat shows anger.
2. Have students find and bring in pictures to illustrate the different forms of animal communication. See film, Animals and How They Communicate. Make a collage.
3. Plan a field trip to a local zoo. Have students report observations of animal communication to class.
4. Ask students to watch T.V. shows Wild Kingdom, Jacques Cousteau, National Geographic specials and certain Walt Disney productions.
5. If available, ask students to see movie Day of the Dolphin.

6. Show and discuss the pictures of the facial expressions and tail signals of the wolf (Nonverbal Communication, p. 31.).

7. Have animals brought in (only if they can be taken home directly after class) to let students observe behavior and method of communication.

8. Have students observe their own pets at home and make a list of how the animal communicates with humans and other animals. Bring into class for discussion.

Audiovisual Aids

Films:

1. Animals and How They Communicate. 11 min., color, 1966. Coronet Instructional Media.

2. Behavior in Animals. 17 min., color, 1963. McGraw-Hill.

3. Biography of the Bee. 14 min, color, 1965. Moody Institute of Science.

4. Language of the Bee. 15 min, color, 1966. Moody Institute of Science.

5. Sounds in the Sea. 16 min., color, 1965. Moody Institute of Science.

6. You--The Human Animal. 8 min., color, 1970. Walt Disney Productions.

Filmstrip:

1. "Language and its Mysteries." Language--the Mirror of Man's Growth. Centron Educational Films, 1621 W. Ninth St., Lawrence, Kansas, 66044.

Bibliography

1. Bolinger, Dwight L. Aspects of Language. N. Y.: Harcourt, Brace, Jovanovich, 1965, Chapter 10, pp. 307-310.

2. Hall, Edward T. The Silent Language. New York: Doubleday and Company, Inc. 1973.

3. Littell, Joseph Fletcher, ed. Language of Man--3. Evanston, Illinois: McDougal, Littell and Comapny, 1971.

4. Reynolds, William. Nonverbal Communication. New York: Random House School Division, 1973.

Bulletin Board

Bring in mounted pictures of animals labeled as to what the animal seems to be communicating. Good for class discussion of how the animal is communicating. May be done in collage form.

COMMUNICATION: ELEMENTS OF NON-VERBAL COMMUNICATION FOR MAN AS RELATED TO SENSES

Description

All of our senses provide information which we use conciously or unconsciously to communicate. This unit considers how each of our senses elicits responses from our brain to outside stimuli.

Concepts

1. Words call up responses by appealing to our various senses.

2. All writers and poets use the power of sensory words.

Objectives

1. list the emotion communicated by:

a. Sight
   i. smile
   ii. frown
   iii. raised eyebrow
   iv. raised arm, closed fist
   v. peace sign
   vi. closed sitting position with legs crossed

b. Sound
   i. lullaby
   ii. siren
   iii. scream
   iv. tardy bell
   v. Bridal March
   vi. wolf whistle

c. Taste
   i. sour pickle
   ii. aspirin
   iii. candy
   iv. salt
   v. red pepper, horse radish, chile
   vi. watermelon

d. Smell
   i. flower
   ii. garlic
   iii. spoiled food
   iv. collards
   v. perfume
   vi. skunk

e. Touch
   i. ice
   ii. slug
   iii. rock
   iv. sand
   v. baby's skin
   vi. wet sponge

Activities

1. Have class practice smiling (frowning) different ways. Discuss how each makes them feel.

2. Play a lullaby, the wedding march, etc. Discuss where students might hear it and its implications.

3. Blindfold a student. Have him hold his nose and taste various things such as potato, onion, carrot, apple, etc.

4. Discuss what might be communicated by a person's use of expensive perfume.

5. Game- Having told the story of a man fatally injured in an accident (auto, train, plane, etc.), blindfold a student and have him feel around for various objects in a paper bag. For parts of the body, you might use the following:

   eyes - grapes
   hand - rubber glove filled with cold water
   brain - spaghetti
   finger - chicken bone
   teeth - kernels of corn
   hair - wig
   skin - chamois cloth

   At the end ask the student:

   a. What reactions did you have while blindfolded?
   b. What emotions did you feel?
   c. Was it realistic?

6. Have two students act out the following:

   One student serves as a guide while the second student, who is blindfolded, pretends to be blind. The guide then leads the "blind" student over an arranged course in the classroom. Having completed the walk, have the blindfolded student describe his feelings and emotions. Did he have confidence in his guide or did he feel afraid and uncertain?

7. See information on connotation and the senses in Understanding Language, III on pp. 22-23.

8. Have students sit in complete silence for 1-2 minutes. After you call time, students are to list every sound that they heard (outside, hall ways, et

9. Let each student bring in a wrapped object and pass it around for id... fication.

   Examples: clothes pen, pencil, lightbulb, spoon, tea leaves, sponge.

Audio-visual Aids

Films:

1. How Do We Know - 10 min., color, 1968. Neubacher-Vetter Films Productions

2. Sense Perception - 55 min., color, 1960. Moody Institute of Science.

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1. Born, Thomas. Understanding Language, Book III. "The Impact of Words." Middletown, Connecticut: American Education Publications, 1969.

2. Fast, Julius. Body Language. N.Y: M. Evans and Company, Inc., 1970.

3. Kochman, Thomas. Rappin and Stylin Out. Chicago: University of Illinois Press, 1972.

4. Cazten, Courtney et al. Functions of Language in the Classroom. New York: Teachers' College Press, Columbia University.

COMMUNICATION: MAN'S DESIRE TO COMMUNICATE

Description

This unit explores man's basic need for language. "Without language," says Weston LaBarre, anthropologist at Duke University, "it is safe to say man would never have become fully human " (Barnett, pg. 40).

Concepts

1. Man was meant to speak. He needed to develop language.
2. If men have no common communication system, they will create one.
3. Not all communication is oral or written.

Objectives

1. To list at least two reasons why man needed to develop language:
   a. man was meant to speak. His tongue is too capable for merely eating, and his ear is too delicate for merely perceiving sounds.
   b. cohesiveness of society
   c. self-expression
   d. transmission of knowledge
   e. means of transmitting culture from one generation to another
2. To give certain circumstances under which man will create a language when conditions require it for purposes of communication:
   a. prisoners developing codes
   b. people who do not speak the same language
   c. creating a pidgin language
   d. making sign languages to communicate over noise as in construction work
   e. teenage talking to exclude outsiders
3. To name from a given list the different ways in which different societies or groups communicate other than by oral or written language. These include whistling, drum language, sign language for deaf and dumb.
4. To define artificial language as one that has not grown normally but has been developed by an inventor; and to name at least several artificial languages, such as Volapuk, Esperanto, Ido, Interlingua.

Activities

1. Have students try to think without using words.
2. Have students create their own language and use it for several days.
3. Have two students try to communicate a message without speaking or writing. Then get the opinion of the class, the encoder and decoder as to the content of the message.
4. Have two students pantomime simultaneously two words which sound similar but are spelled differently and have different meanings (homonyms). See which word can be guessed more easily.

Examples:

tea/tee
hair/hare
horse/hoarse

(See Language of Man, Vol I, pg. 47.)

5. Divide the class into groups and explore an artificial language. Have them prepare reports on Volapuk, Esperanto, Ido, or Interlingua. If possible, give some examples of words in these artificial languages.

6. Have students report giving both viewpoints, pro and con, on one of the following topics: (a) The acceptance of a universal language; (b) Development of an artificial language for world-wide usage; (c) The use of English or Esperanto as a universal language; (d) The use of English as the accepted language of the United Nations.

7. Have students devise a code as if they were POW's.

8. Have the students explain what "Pidgin English" is, and who might speak it. (See also "Bamboo English in Korea", pp. 4-7, Language in Society).

9. Invite a resource person who works with deaf children to speak about sign language and its origin, etc. Have the person show the student some simple signs.

Audio-visual Aids

Films:

1. Communications and the Community. 16 min, color, 1966. Churchill Films. (available to Virginia teachers from the Bureau of Teaching Materials, State Department of Education, Richmond, Virginia).

2. Communication and the Modern World. 10 min.,color, 1959. Coronet Films.

Filmstrip:

1. "How We Communicate," Linguistic Backgrounds of English. Society for Visual Education, 1345 Diversey Pkwy, Chicago, Illinois 60614

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8. Pei, Mario. The Story of Language, rev. ed. Philadelphia: J. B. Lippincott Company, 1965.

9. Wachner, Clarence. General Language--English and Its Foreign Relations. New York: Holt, Rinehart, and Winston, Inc., 1968.

LANGUAGE FAMILIES AND HISTORICAL DEVELOPMENT OF LANGUAGES

Description

This unit sets forth the growth of diverse languages through families of languages, the history of English, the impact of other languages upon English, and the universal characteristics of languages.

Concepts

1. A language family is a group of languages consisting of a parent language and its descendants.

2. Languages are influenced by other languages with which they are in contact.

3. Although there are surface differences among all languages, people's linguistic needs are the same throughout the world.

Objectives

1. To relate the use of tools and the development of language structure.

2. To define the concept "language family."

3. To explain how migration affects language.

4. To trace the development of English in the Indo-European language family.

5. To identify the families of various other languages.

6. To point out surface differences and similarities among languages.

7. To list universal characteristics of language.

8. To list and explain the derivation of foreign loan words in English.

Activities

1. Students read material or do library research concerning the "homo sapiens" origin of man; alternatively or in addition, students listen to a lecture by visiting anthropologist on that theory; discussion follows reading or listening. See Anthropology, Chapter 7, pp. 75-88.

2. Teacher prepares class presentation based on Aspects of Language; follow-up with student criticism of one of the traditional theories of language origin. (Chapter 10)

3. Students respond to question, "What do you think all languages have in common?" Either by lecture or discussion, teacher should elicit the following:

   a. non-verbal
      - vocal quality (sound)
      - facial expression
      - body motions
      - pitch and tone
      - differential speed of speech

      elements of emotion - happy, sad, angry, frightened

b. verbal
nominals expressing one or more predicates
means of changing verbals to nominals
sound
notions of past, present, future
transitive and intransitive verbs
descriptive words (adj., adv.)
means of turning sentence into negation, question, or command

(Examples of the above are found on worksheet A.)

3. In this activity the class is involved in proving a point without knowing it at the time. The point will be brought to their attention at the culmination of the activity. Teacher should read all steps carefully first and inform one other student of the purpose of this activity so that student may serve as an "observer".

a. Invite students to form several groups of their choice; make sure there are at least 3 - 4 groups

b. The assignment is to solve the following puzzle which is to be reproduced, one per student:

Assign one number to each block, using the numbers one to nine only once. The sum of each row, and column, as well as each diagonal, should be 15. You may move anywhere in the room, from group to group, if you wish. Stay where you are when I say 'stop'.

Answer:

2	9	4
7	5	3
6	1	8

Alternatively, students may be involved in a survey of five other students in class: where they were born and where their parents were born. (Information valuable to DIALECTS unit.)

c. Previous to the start of class the teacher must prepare:

i. three signs to be covered during this activity;
(a) "fertile"
(b) "semi-fertile"
(c) "arid"

ii. three trays:
(a) one with large helping of cookies, lots of coke: place this tray near the covered "fertile" sign in one corner of room;

(b) another tray with a few cookies and a glass of water: place this tray near the covered "semi-fertile" sign in another corner of room;

(c) the last tray should have one cookie only; place this near covered "arid" sign in third corner of room.

(d) when all students are standing near the largest supply of food, tell them to stop. Remove covers from signs. Ask "observer" to relate to class what he/she saw happening. (class reaction and comparision of numbers of students near "fertile" sign at start of activity and at end.)

(e) elicit from students responses to these questions:

"Why did you move?"
"Why do you think primitive man moved from place to place?"

(f) Show and discuss with class, map p. 80, Algeo-Pyles.

4. Class plays "rumor clinic" or "gossip" in which each person is dated by 30 years to show a long expanse of time; approx. 600 years can be represented. Suggested word to use is "transubstantiation."

a. Point out that word at end of activity is different in <u>form;</u> the resulting vocabulary change is due to societies remaining apart for a long time and the difference in <u>lifestyles</u>. (See <u>Harper's</u>, Feb. 1968)

b. Ask what some words are that might be needed as man explores Mars further; ask <u>how</u> this shows a change in lifestyle.

c. Show how "distaff" has changed in meaning.

5. Use exercise pp. 20-24 <u>The Nature of Language</u>. Discuss how English is related to other languages; do similarities ever disappear?

6. a. Discuss map, p. 130 Hogben's <u>Mother Tongue;</u> assign dictionary work on different families.

b. Use exercise p. 59, <u>Working with Aspects of Language</u> on the evolution of language.

c. Assign each student to trace his "language ancestry" on mother's and father's sides of family.

7. a. As further background on the evolution of language, students may read chapter 4, part I, <u>The Story of Language</u>, Pei.

b. Use exercise p. 99 <u>General Language</u>, Wachner. Remove from list English and Esperanto: add Russian:
saymya - naschasti - laguna - port - neemonad
Ask: "Which language does not belong to this family?"
Discuss common denominations and Latin basis for Romance languages.

8. Use the following exercises and discuss with students loan words, derivations, and contact among languages today:

   a. p. 69, Working With Aspects of Language (Latin)
   b. pp. 66-68, Working With Aspects of Language (French)
   c. pp. 64-65, Working With Aspects of Language (others)

9. Have students point out English words in "Parlons francais," p. 10, Lire, Parler, Ecrire, and articles from French Review.

10. Have students do teacher-prepared word search puzzle about language families.

11. For more able students, consult T. Pyles' Chapter IV "The Backgrounds of English," The Origins and Development of the English Language (2nd ed.) New York: Harcourt-Brace, 1971;
and accompanying problems in workbook by Algeo-Pyles, pp. 77-105.

Audiovisuals Aids

Films

1. The English Language--Story of Its Development, 11 min., black and white, 1952. Coronet Instructional media.

2. History of the English Language. 29 min., black and white, 1968, Language and Linguistics Series, Indiana University Audio-visual Center, Bloomington, Indiana 47401. Discusses history and development of the English language from the Proto Germanic. Includes a review of other world languages.

3. History of the Indo-European Language Family. 30 min., black and white, Language and Linguistics Series. Indiana University Audio-visual center, Bloomington, Indiana, 47401. Discusses the history and interrelationships of the Indo-European language family, explaining how linguists reconstructed Germanic languages.

Filmstrips with record:

1. "How English Traveled Overseas," Linguistic Backgrounds of English. Society for Visual Education 1345 Diversey Parkway, Chicago, Illinois 60614.

2. "The Geography of Language," Linguistic Backgrounds of English. Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

Transparencies:

1. world maps of language families. Accompany Hogben's The Mother Tongue.

Chart:

1. World Civilization Time Line. Columbus, Ohio: Charles E. Merril, 1958.

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12. Salzmann, Zdenek. Anthropology. New York: Harcourt-Brace, 1969, Chapter 7, "The Evolution of Man."

13. Slack, Anne, ed. "Le Coin du Pédagogue," The French Review. Vol XLVII, no. 5, April, 1974, pp. 958-959: no. 6, May, 1974, pp. 1158-1159.

14. Wachner, Clarence. General Language--English and its Foreign Relations. New York; Holt, Rinehart, and Winston, Inc., 1968, Chapter 1.

Bulletin Board

1. Cartoon drawings representing theories of language origin
2. foreign flags (student-made) grouped by language families
3. cartoons showing gestures characteristic of foreign language groups
4. European road signs
5. history and samples of Esperanto
6. student-made time line showing development of English
7. Indo-European language family tree
8. letters from pen-pals in foreign countries
9. cartoon history of certain words which have changed in usage
10. chart showing words derived from Latin, their Latin meaning and current meaning
11. displays of pages from foreign magazines and newspapers on which students may circle loan words from English (e.g. Paris Match)
12. display of foreign loan words in English contributed by immigrants to U.S. in late 19th and early 20th century (social studies tie-in here)

WORKSHEET A

WHAT DO ALL LANGUAGES HAVE IN COMMON

Portuguese A.1. Quando sáira o próximo navio?
(When does the next boat leave?)

Czechoslovakian 2. Kdo je ten hoch?
(Who is that boy?)

Dutch 3. Ik kan mijn hotel niet vinden.
(I cannot find my hotel.)

Turkish B.1. Bunlar hediye.
(These are gifts.)

Norwegian 2. Ta på sikkerhetsbeltene.
(Fasten your safety belts.)

Swahili 3. Tunaweza kuwangojea rafiki zetu?
(Can we wait for our friends?)

Czechoslovakian C.1. Jed'te pomaleji.
(Drive more slowly.)

Swedish 2. Det är mycket dyrt?
(Is it very expensive?)

Dutch 3. Wat is de kortste weg?
(What is the shortest way?)

Portuguese D.1. Quanto tempo precisa para chegar là?
(How long will it take to go?)

Swahili 2. Ilikuwa furaha kwangu.
(It was my pleasure.)

Esperanto 3. Kio estas la kurzo de la dolaro?
(What is the exchange rate on the dollar?)

Swahili E.1. Simama! (to one person) Simameni! (to more than one person)
(Stop!)

Czechoslovakian 2. Prosim, zavolejte mi taxika.
(Please call a taxi for me.)

Norwegian 3. Gå bort!
(Go away!)

Latin F.1. Marcus navem videt.
(Mark sees the boat.)

2. Navis ā Marcō vidētur.
(The boat is seen by Mark.)

WORKSHEET A

(continued)

Persian

G.1. Kashti anjast.
(The boat is there.)

2. Kashtiha anja hastand.
(The boats are there.)

Hebrew

H.1. Haish holech.
(The man goes.)

2. Halichato mesameach oti.
(His going makes me happy.)

COMMUNICATION: CROSS CULTURE-NONVERBAL COMMUNICATION

Description

Gestures used in one culture may not carry the same meaning in another culture. Gestures are non-universal.

Concepts

1. The same gestures mean different things in different cultures.
2. The same feeling is conveyed by different gestures and body spacing in different cultures.
3. The silent languages of Latin and English cultures are more difficult to learn than their spoken languages.

Objectives

1. To demonstrate how the same gestures mean different things in different cultures
   Examples:
   a. English "come here" is Italian "good-bye" (hand out, palm up, bend fingers up; bend fingers toward yourself several times).
   b. French and Spanish "to eat" is Persian "I say to you." (hand to mouth)
2. To give example of how the same feeling is conveyed by different gesture and body spacing in different cultures
   Examples:
   a. A Latin is comfortable and thinks it polite to speak to another face to face in close proximity. Americans are uncomfortable talking at such close range.
   b. Greetings--Americans shake hands; Samoans sniff each other.
3. To list differences between white and black cultures from a given list
   Examples:
   a. A group of blacks may make noise to show their interest and involvement in what a person is saying. A group of whites may show interest by being quiet.
   b. Black culture has open conversation. People come and go. In white culture a person stays until the conversation is finished.

Activities

1. Let students practice making the following gestures while others try to guess what they mean:
   a. Toss back your head - (Greek: negation).
   b. Cross your hands over your chest - (Oriental: greeting of respect).
   c. Protrude your lips - (East African [British]: indicates direction).
   d. Rub noses with your neighbor - (Lapland: greeting).
   e. Touch iron - (Italy: protection against bad luck).
   f. Point to your nose with your index finger - (Chinese: to indicate yourself).
   g. Make "O" with thumbs and index fingers. Look through them as if they were binoculars. - (Brazil: girl admiration).
   h. Strike your chin with thumb and index finger - (N.Y. Ghetto: doubt, deliberation).

i. Place two index fingers together in parallel position - (Italy: friendship).
j. Rub nose repeatedly with your thumb -(English: contempt).
k. Rub your hand against your cheek - (France: boredom).
l. Wiggle lobe of ear with right thumb and forefinger - (Brazil: enjoyment).

2. Have students research the different ways that people greet each other in different parts of the world:

a. English and Americans shake hands
b. A Chinese in former times shook his own hands when he met a friend. Some modern Chinese still do this.
c. Samoans sniff each other.
d. Frenchmen may kiss each other on the cheeks.
e. Soldiers of almost every land give each other some kind of salute.
f. Laplanders rub noses.
g. An American boy often greets a friend by slapping him on the back.

3. Compare the use of at least three gestures by different cultural groups to express the same meaning.

a. Italian "good-bye" gesture means "come here" in English. Hold hand out, palm upward, then bend your fingers several times toward yourself.
b. Amused amazement. French: index finger of right hand is placed along the side of the nose, the mouth drops open slightly and eyes open wide. Americans: same face but would probably slap their cheek or forehead with palm.
c. The familiar sign made by forming a circle with the thumb and forefingers is also frequently used by the French and Latins to denote profound admiration.
d. Sudden intuition or recall. French: the fingertips of both hands slap the forehand sharply. Americans: snap their fingers.

4. Have students look for the different names given to the sound made when sneezing in other languages and bring a list to class.
Examples:
a. English - atchoo
b. Chinese - hah-chee
c. French - atchoum
d. Russian - apchi
e. Indonesian - bersin
f. Japanese - kushan
g. Finn - atshii
h. Czech - hepche

5. Read/present to the class:
a. "Geogames," National Geographic (School Edition). February, 1975.
b. Harburg, Judith. "How to Avoid Getting Your Nose Punched," Washington Star-News. May 4, 1975.
c. Brady, Agnes Marie. Pan-American Spanish D. Appleton—Century Co., Inc., 1941. Note references to gestures.

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8. Miller, J. Dale. French Teaching Aids, Provo. Utah: Brigham Young University, 1972.

9. Reynolds, William. Nonverbal Communication. New York: Random House School Division, 1973.

Related Readings

1. Learning about Peoples and Cultures, pp. 75-85.

COMMUNICATION: CONTRIBUTIONS TO IMPAIRMENT

Description

This unit explores the communication process and discusses the various factors which interfere with the process.

Concepts

1. "Noise" is anything that interrupts the communication process.
2. A way to avoid "noise" in the communication process is to have the receiver paraphrase the message given.
3. Two-way communication is more effective than one-way communication.

Objectives

1. To draw a simple communication model such as:

   Sender △——— Message ———△ Receiver

2. To define "noise" as an interference factor in the communication process which interrupts the receiving of the message
3. To list several examples of "noise" factors:
   a. daydreaming
   b. state of health
   c. actual noise
   d. bias
   e. feeling toward other person
4. To explain how to avoid "noise" in the communication process such as:

   "The receiver must paraphrase the message."

5. To analyze a paragraph describing a communication breakdown as to where and why the breakdown occurred

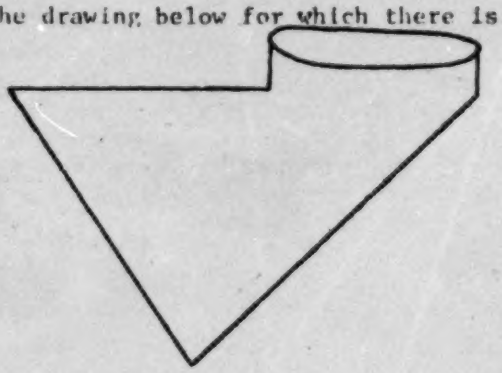
Activities

1. Divide students into two groups. Assign Group A a topic for which they must discuss and reach a conclusion. Take Group B aside as if to give them the same assignment. Tell them to create subtle noises and distractions for Group A. At the appropriate point, stop the activity and have a student "observer" explain what happened.
2. Use model of television to show sending and receiving of signals. Discuss what prevents good reception, ie., weather interference, faulty wiring. Compare technology of sending and receiving to communication between people.
3. Role-playing. Have students show how they produce "noise" ("break the ice") in the following situations: during first day of school in the fall, at a dance, at a family reunion, during an SCA meeting, initial encounter with a new teacher.

4. Have students read the following paragraph, then decide where and why the impairment to effective communication occurred. Discuss what might have prevented it?

An American student was involved in helping a foreign-exchange student with a particularly difficult assignment. The foreign student was grateful for the help, of course, and expressed his gratitude. The American student dismissed her assistance as insignificant. He, however, insisted that she had indeed been a great help to him and asked if there were some way in which he could show his appreciation. The girl later remembered that she laughed and said, "No, don't think about it. I enjoy helping my friends. If you need more help, just give me a ring." Two days later he asked her for her ring size. She was puzzled for a moment, but then understood -- "Oh, no!" she explained, "I meant 'Call me on the telephone if you need more help.'" After recovering from the shock, she discovered that the student's father was an exporter of jewelry, that friendship rings were quite common in his country, and that to him, the request for a ring was quite modest and one well within his means to supply.

5. Give student the drawing below for which there is no common term.



Have this student describe the figure slowly and carefully to the rest of the class who are to follow instructions and not ask any questions. Label this figure "A". Then the student should describe the same figure carefully to the class who, this time, may ask questions and ask for clarifications following each step. Label this figure "B". Have student compare the two figures and discuss which is the better representation of the original figure. "B" should be better because there was two-way communication.

6. Have the class discuss each of the following conversational situations. What impairments might be expected to break the communication process in each? (Nonverbal Communication, p. - 11.)

	Person A	Person B
Situation 1	Doesn't know B	Doesn't know A
Situation 2	Is very interested in baseball and supposes that B is too. This person is a girl.	Has no interest in baseball. This person is a boy.

Situation 3	Thinks he's an expert on a subject, but he's really far from being an expert.	Is impressed by A's great grasp of the subject and wants to learn from A.
Situation 4	Thinks he's an expert on a subject and feels that B knows nothing about the subject.	Is really an expert on the subject.
Situation 5	Has just come home from a difficult day at the office; wants to relax and read the evening newspaper.	A's wife wants to talk with A about a serious matter.
Situation 6	Is highly educated with more degrees than a thermometer; likes to impress people with this fact.	Quit school at age 16; is now a prizefighter.

7. Do one or more of the listening games, pp. 75-85, Communication Games.

8. Play game of "gossip" or "telephone" and see what happens to the communication process--can be done in English or a foreign language.

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LEARNING ANOTHER LANGUAGE

Description

This unit discusses what it means to know a foreign language. It will include practice dialogues in a number of languages for the student plus comparisons of language structure. Also, it includes reasons for learning another language.

Concepts

1. A knowledge of foreign languages will increase one's appreciation of the common interests of all mankind.

2. Knowing a foreign language means having skills in listening, speaking, reading, and writing.

Objectives

1. To list two reasons why the study of a foreign language is valuable. Examples:

    a. It helps to break down the barriers between nations and individuals of different races and results in a more sympathetic understanding between them;

    b. It arouses a keener interest in the life, culture, progress, and ideals of other people;

    c. It leads the student to read foreign literature in his leisure time, and thus opens up a new world of experience for him;

    d. It develops a greater power over one's own language;

    e. It prepares one for public and professional service.

2. To name at least 3 professions for which the study of a foreign language would be helpful (education, medicine, engineering, law, government, journalism).

3. To list the four basic skills of foreign language learning: listening, speaking, reading, and writing.

4. To give two ways in which one learns to speak a foreign language. Examples:

    a. Exposure;
    b. Attempts to communicate;
    c. Practice in sounds and structures.

5. To tell the time in at least two other languages using appropriate gestures:

    a. English: What time is it?

It's twelve o'clock.
Then, it's time to eat.

b. Spanish: ¿Qué hora es?
Son las doce.
Pues, es hora de comer.

c. French: Quelle heure est-il?
Il est midi.
Allors, c'est l'heure de déjeuner.

d. Italian: Che ore Sono?
Son le dodici.
Bene, é l'ora de mangiare.

e. Chinese: Shém mà shŕ Hou?
Jūng wŭ.
Nemmā shr̀ jūng fàn.

6. To carry on a short dialogue in one other language (see Teaching Children Foreign Languages, pp. 158-191):
Examples:

a. How are you? (Italian) Come stà?
Well, thanks and you? Bene, grazie, e Lei?

b. What is your name? (French) Comment vous appelez-vous?
My name is _____. Je m'apelle Henri.

c. Where are you from? (Spanish) ¿De dónde es usted?
I am from _____. (Country) Yo soy de México.

7. To write his name in at least two other languages:

English	John
French	Jean
Spanish	Juan
Italian	Giovanni

8. To sing songs in various languages.

Activities

1. To introduce this unit, have students discuss such questions as the following:

a. What are some reasons for studying a foreign language?

b. Does anyone here know a foreign language?

c. What do you think knowing a foreign language means?

d. What do you think a person who knows a language can do with it?

e. What are the differences among the skills needed in order to learn a language?

[to elicit: active (speaking and writing) versus passive (reading and listening comprehension skills)]

f. Is translation a required skill for learning a language?

(to elicit: no, except in rare instances)

g. How does one learn to speak a foreign language?

(to elicit: exposure, attempt at speaking or communicating, practice in sounds and structures of language)

h. How does one learn to read a foreign language?

(to elicit: exposure to material that student understands immediately, usually on the basis of preceding conversational practice)

i. How does one learn to write a foreign language?

(to elicit: begin with the material that the student can read and understand)

Teacher note: The progression of skills leads to an understanding of the skills and provides rationale for exercises which follow.

2. Have students learn a dialogue in other languages using appropriate gestures. Use native speakers and see Teaching Children Foreign Languages, pp. 158-191.

3. Have students learn how to tell time in other languages. Use commercial or teacher prepared tapes and/or informants.

4. Have students compare language structure in written exercises from Working with Aspects of Language, pp. 17-18.

5. Have students compare language structure in written exercises from Working with Aspects of Language, pp. 50-51. (Hebrew and Arabic)

6. Have students compare gender in several languages. (The movie entitled Organization of Language distributed by National Council of Teachers of English-NCTE-is a must.) See chart below:

	French	Spanish	German	Russian	English	Japanese
nose	M	F	F	M		
mouth	F	F	M	M	No	→
eye	M	M	NEUTER	M	Distinction	

7. Have students compare plural formation in written exercises (again Organization of Language is a must):

a. Japanese and Chinese: no plurals

b. English

c. Bantu: Vakomana Vamambo vose vakafa vakanaka nova-kaipa
(The chief's boys all died--the good ones as well as the bad ones.)
minhu: person
vanhu: people

d. Arabic: the change to plural takes place in the middle of the word.

mismaar (nail)	massaamiir (nails)
miftaah (key)	mafaatih (keys)

8. Have students see the movie, Organization of Language.

9. Use various pattern and drill exercises in the first unit of foreign language books.

10. In Bantu, the diminutive is formed by adding 'tw' as a prefix to each word of the sentence.
Example: "Twmy twbrother twwent twto twschool."
Have students write other sentences, using example as a model.

11. Have students find their names or one close to their own from a prepared list of names in several foreign languages.

(See General Language, p. 260, p. 243, p. 216, p. 185, p. 283)
(See The Language of Man, Volume I. pp. 11)

12. Based upon the movie Organization of Language and classroom instruction, have a culminating discussion which would include the following ideas:

a. In order to learn another language, one needs time, practice, frequent contact (foreign country);
b. Some aspects of foreign languages are easy, other more difficult;
c. Some people learn a language more easily than others; regardless, it is a new chance to succeed.

13. Have students compare structures of various languages in activities: "Beating the System," Scholastic Voice, March 8, 1971.

14. Lead students to understanding of how concepts are expressed in different languages (to be done in conjunction with viewing of Sounds of Language).

15. Have students compare structures of languages (to be done in conjunction with viewing of Sounds of Language).

16. Have students do puzzles "A French Lesson," "Martial Arts," and "Foreign Money" (see Lingua Games).

17. Have students do research on holidays in various countries and observe celebrations at appropriate times throughout the year.
Examples:

Halloween in Ireland; April Fool's Day in France; A birthday in Bolivia.

18. Students may make their own greeting cards, calendars, bookmarks, etc. using their newly gained knowledge of various foreign languages. (See pp. 26-33, Lingua Games, Walch.)

19. Use game "To You and Yours" to expose students to New Year's Greetings in thirteen languages, (p. 16, Continental Trailways Magazine).

Audio-Visual Aids

Films:

1. Organization of Language. National Council of Teachers of English, 1111 Canyon Road, Urbana, Illinois 61801

2. Sounds of Language. Teaching Films Custodians, Indiana University A/V Center, Bloomington, Indiana 47401

(Numbers 3-7 are available to Virginia teachers from Bureau of Teaching Materials, Virginia State Dept. of Education, Richmond, Virginia 23236)

3. Der Papagie - 11 minutes, color, 1969. Sigma Educational Films
4. En Retard au Bureau - 10 minutes, color, 1967. BFA Educational Media
5. Grammar - 58 minutes, black and white, 1968. Indiana University
6. Darf Ich Zuschauen - 15 minutes, black and white, 1970. International Film Bureau

Filmstrips:

1. "The Geography of Language," Linguistic Backgrounds of English. Society for Visual Education (SVE). 1345 Diversey Pkwy., Chicago, Illinois 60614.

2. Why Study a Foreign Language. Modern Language Association. 62 Fifth Avenue, New York 10011.

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1. Alyeshmerni, Mansoor and Taubr, Paul. Working with Aspects of Language. New York: Harcourt, Brace and World, Inc. 1970.

2. Finnocchiaro, Mary. Teaching Children Foreign Languages. New York: McGraw-Hill, Inc., 1964.

3. Finnocchiaro, Mary and Bonomo, Michael. The Foreign Language Learner. New York: Regents Publishing Company, 1973.

4. Hall, Robert. Linguistics and Your Language, Part IV, Chapter 12. Garden City, N.Y.: Doubleday, Anchor Books, 1960.

5. Walch, J. Weston. Lingua Games. Portland, Maine: Walch Publishing Co., 1958.

6. Littel, Joseph and Littel, Joy, ed., The Language of Man, Vol. 1. Evanston, Illinois: McDougal, Littell and Company, 1972.

7. Pei, Mario. All About Language. Philadelphia: J. B. Lippincott Company, 1954.

8. Pei, Mario. How to Learn Languages and What Languages to Learn. New York: Harper & Row, 1966.

9. Pei, Mario. The Story of Language, Part V. Chapter 1 & 2. Philadelphia: J. P. Lippincott Company, 1966.

10. Scholastic Voice. March 8, 1971.

11. Wachner, Clarence. General Language. New York: Holt, Rinehart and Winston, Inc., 1968.

Pamphlets

1. 3500 Names for Baby. New York: Dell Pbulishing Co., Inc., 1969.

2. Let's Learn Language. New York: Regents-The University of the State of New York, 1961.

3. What Foreign Languages Shall I Study During Secondary School? Director of Admissions, Massachusetts Institute of Technology, Cambridge, Mass. 02139.

Bulletin Board Ideas

1. Overall view to foreign language learning: use a clothes line and "hang out" four pairs of "overalls" with the terms listening, speaking, reading, and writing properly attached to the "overalls."

2. Steps to learning a language: have steps drawn on the bulletin board and again label the steps appropriately. One might use shoes or feet with the terms written on them. A suggestion if the feet or shoes are used--it would be good to include such terms as repeat, imitate, try, pay attention, to do the drills, in addition to the listening, speaking, reading, and writing ideas. These feet should lead to something symbolic of the country.

3. Collect pictures of spices and label each in English, French, German, and Spanish. (See p. 9, Lingua Games by Walch.) You may also incorporate other foods.

LANGUAGE AND CULTURE

Description

This unit places language as an intimate manifestation of culture, since it is not only the means of communication of people, but is the fabric of which thought is formed. The unit describes ways in which cultural patterns and values are reflected and interpersonal relationships expressed.

Concepts

1. In any culture there is a relationship between thought and language.
2. Vocabulary reflects the values of a culture.
3. Family relationships are important in all cultures. However, the structure of the relationships is different in different cultures which is reflected in the use of "kin-ship" terms.
4. Within a given country values change through time and become so expressed in the language.
5. A culture's forms of politeness and address reflect its attitudes.

Objectives

1. To cite examples or situations which demonstrate cultural relationships between thought and language.
2. To give different vocabulary items for an object stating how the meanings differ according to one's value system.
3. To cite words or phrases which, as a result of changing values, have:
   a. become obsolete or unacceptable;
   b. become acceptable.
4. To cite different cultures where "kin-ship" relationships vary and how these variations within each culture are manifested.
5. To relate how attitudes have influenced forms of politeness and address within different cultures.

Activities

(Concept 1)

1. Have students attempt to express their like or dislike for something without using "good" or "bad" or their synonyms.
2. Have students attempt to express in one sentence, two responses to a question or statement without using the conjunction "either . . .or." (Note the airport scene in the film, The Sounds of Language, where the Japanese woman says, "Is it the north gate? Is it the south gate?").
3. Have a list of topics for students to research and present to the class. Presentations might be in the form of skits, panel discussions, reports, charts, etc. Note "Ghetto Children Know What They're Talking About," Language of Man, Volume 3, p. 87, as a sample topic.

4. Allow students to peruse National Geographic or similar printed materials. Have them make a list of articles that students could read which demonstrate these cultural-linguistic relationships.

5. Have students use descriptive terms rather than ones which express approval or disapproval.

6. Have students use phrases that indicate conditions that should be considered with a statement. For example, awareness may be increased by the use of such phrases as "in our culture," "from our point of view," "at that time."

7. Conduct discussions which lead students to substitute precise words for vague ones. See Learning About Peoples and Culture, p. 90.

8. Using the same reference as in activity 7, discuss ways in which cultural conditioning shapes value judgments of people.

(Concept 2)

9. Snow is an important part of the Eskimo culture as demonstrated by the fact that there are fifty word forms for snow. Having read "The Sacred 'Rac'" in Learning About People and Cultures, pp. 27-29, assign students to:
   a. Make a list of words that signify automobile in English;
   b. Differentiate, from a value-judgment point of view, between these words.

10. Have students read and discuss "Does Language Libel the Left-Handed?" in The Language of Man, Vol. 2, pp. 53-54 and in Learning about Peoples and Cultures, sec. 7, p. 91.

11. As a group activity, have students list new words that have come into our language as a result of:
    a. Space exploration; b. International travel.

12. Because of the growing popularity of boating, new and old classifications of boats are becoming more recognized. Students may list as many of these terms as they can.

13. For additional activities consult "Semantics and the Study of Cultures," pp. 87-91 in Learning about Peoples and Cultures.

(Concept 3)

14. Consult "kin-ship" terms in Man's Many Voices (pp. 18-28) and Anthropology (Chapter XII) and explain the family structure in terms of the vocabulary. Examples: In Japanese there is a particular word for older brother and older sister. This is the use of honorifics.

15. Having consulted the references in activity 14, discuss the meaning of the following quote, "Even in mud huts, Indian parents love their children," from Learning about Peoples and Cultures, p. 34.

(Concept 4)

16. Having read pp. 97-101 in Learning about Peoples and Cultures, students will determine how our changing attitudes have been reflected in our vocabulary with regard to:
    a. orientals; b. blacks.

17. How does speech reflect bigotry? Discuss characters in All in the Family Sanford and Son, Maude and The Jeffersons.

18. How has the changing attitude toward women and their roles been reflected in the vocabulary? Discuss the meaning of the term "house'wife." See Learning About Peoples and Cultures, pp. 111-114.

19. Ask the student to explain why one says that the world is "smaller" today, and why does that make it more important that we understand other cultures and languages?

(Concept 5)

20. Having read Pt. II of Chapter V in All About Languages and pp. 41-46 in Learning About Peoples and Cultures:

    a. discuss the different forms of address and politeness and how they reflect the culture;
    b. list five terms of address from different cultures and explain what they mean.

21. A suggested culminating activity is students' reading of encyclopedia article on country of their choice and their noting of any generalizations or culture-bias within the article. Alternative analysis: find examples of the applications pp. 88-89 and suggestions pp. 89-91, Learning About Peoples and Cultures.

Audio-visual Aids

Films:

1. Born Chinese. 57 min., black and white, 1968. Peter Robeck and Company.

2. Contemporary Scandinavia: Common Purposes; Individual Differences. 17 min., color, 1966. McGraw-Hill Book Company.

3. Country of Islam. 16 min., color, 1967. Churchill Films.

4. History and Culture--North Africa. 28 min., black and white. McGraw-Hill Book Company.

5. Italy: Ancient and Modern. 20 min., color, 1966. Aims Instructional Media Services.

6. Just Say Hic! A Turkish Folktale. 9 min, color, BFA Educational Media.

7. London: The City and the People. 14 min., color, 1965. Coronet Instructional Media.

(The following films, #8-19, are available to Virginia teachers from the Bureau of Teaching Materials, State Department of Education, Richmond, Virginia.)

8. Africa Calls--Its Drums and Musical Instruments. 14 min., color, 1970. Carousel Films.

9. Discovering the Music of Africa. 22 min., color, 1967. Barr Productions.

10. Discovering the Music of India. 22 min., color, 1969. BFA Educational Media.

11. Discovering the Music of Japan. 22 min, color, 1968, BFA Educational Media.

12. Discovering the Music of Latin America. 20 min., color, 1969. BFA Educational Media.

13. Discovering the Music of the Middle East. 21 min., color, 1969. BFA Educational Media.

14. Haiku. 18 min., color, 1974. ACI Productions.

15. The Hindu World. 11 min., black and white, 1963. Coronet Instructional Media.

16. Japanese Day--The Story of Taro. 20 min., color, 1970. Encyclopaedia Britannica Educational Corporation.

17. Modern France--Land and the People. 14 min., color, 1965. Coronet Instructional Meda.

18. Poland. 27 min., color, 1966. International Film Foundation.

19. South America Today. 25 min., color, 1973. International Film Foundation.

Filmstrip/record:

African Art and Culture. Warren Schloat Productions, Department F.F. Productions, Pleasantville, New York 10570.

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1. Gleeson, Patrick and Wakefield, Nancy, ed. Language and Culture: A Reader. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

2. Smith, Alfred G. Communication and Culture. New York: Holt, Rinehart and Winston, Inc., 1966.

3. Burling, Robbins. Man's Many Voices. New York: Holt, Rinehart and Winston, Inc., 1970.

4. Fersh, Seymour, ed. Learning About Peoples and Cultures. Evanston, Illinois: McDougal, Littell and Co., 1974.

5. Vetter, Harold J. Language Behavior and Communication. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1969.

6. Littell, Joseph Fletcher, ed. The Language of Man, 3. Evanston, Illinois: McDougal, Littell and Company, 1971.

7. Whort, Benjamin Lee. Language Thought and Reality. Cambridge, Massachusetts: The M. I. T. Press, 1956.

8. Salzmann, Zdenek. Anthropology. New York: Harcourt, Brace and World, 1969.

Bulletin Board

Posters or flags from embassies and/or travel agencies.

Additional activities

1. samplings of foreign foods or trips to ethnic restaurants;
2. records of music from around the worlds;
3. foreign dances.

Additional materials

1. Anderson, Mary. "Smile for a Foreigner," The Commission. June, 1971.
2. Chronicle-Telegram, "Where did we get cherished Christmas customs?". Nov. 28, 1974 (Elyria, Ohio).
3. New York State Regents, "What's Your I.Q.?", Let's Learn Languages, 1961.

Description

This unit explores the varieties of pronunciation, vocabulary and grammar characteristics of geographical, ethnic, social and occupational speech communities within a given language.

Concepts

1. All speakers of a language use a dialect reflecting their geographic, ethnic, social and occupational backgrounds.

2. People speak the dialect which enables them to get along with the other members of their social and geographical group.

3. Dialects are not subject to value judgements.

4. Some dialects verge on being separate languages.

5. Dialects are generally understood by speakers of other dialects of the same language.

6. The specialized vocabulary of an occupational group is known as jargon or argot.

Objectives

1. To describe a dialect--a variation of a particular language spoken by a group of people that is mutually intelligible to others who speak the same language.

2. To recognize differences in the regional dialects of English and give examples of the way in which they are manifested:

    a. Pronunciation--See comment on "greasy," Language of Man, Vol. 5, pp. 63-64.

    b. Vocabulary--Note the varying terms for soft drink:
        tonic--New England
        pop----Midwestern
        soft drink--Southern White
        soda---Black

    c. Grammar
        i. The usage in the South of 'you all' or 'y'all' for the second-person plural
        ii. sick to, sick in, sick at, sick on the stomach

3. To list the reasons for differences in dialects:
    a. heritage
    b. growth in language
    c. mother and peer influence
    d. influence of politics, economics, education, occupations

4. To give examples showing that each dialect has its own special worth, e.g., "teen-age vocabulary"

5. To identify the languages of various speech communities, such as those of football, music, the plumbing trade, medicine

6. To point out examples of dialects which might constitute separate languages, such as Provencal, Jamaican Creole, Gulah, Catalan

7. To point out examples of language that could be dialects such as Chinese, Norwegian, Swedish

Activities

1. Have students make up or give their definitions of dialect. At the end of the unit repeat this activity to see if these definitions have changed.

2. Have students analyze differences in regional dialects,
   a. vocabulary
      1. pp. 8-9 America Speaking
      2. pp. 78-51 Language in Society

   b. Pronunciation
      1. pp. 8-9 America Speaking
      2. pp. 273-275 of the teacher's guide to Language/Rhetoric I.

   c. grammar
      1. pp. 8-9 America Speaking
      2. pp. 278-280 of the teacher's guide to Language/Rhetoric I.

   d. Bring in different people from the community to demonstrate the various professional and technical jargons used in different fields.

   e. Have students make a collection of specialized examples of technical languages found in the community.

   f. Pp. 24-27, "Attention, Please. Stereotypes Speaking," America Speaking.

   g. Role-playing--have students act out part of plumbers, doctors, etc. using the appropriate jargon.

   h. Have students do the two word-search puzzles: "The Language of Investing" and "Truckers' Story."

3. Play tapes or records of different dialects. Use Americans Speaking, record and manual. Direct the student to look for features suggested in manual.

4. Have students tape people in the community for their pronunciation of the word list from the manual mentioned in activity #3.

5. Have students listen for and tape dialect differences in the classroom.

6. Have students make maps showing the different dialect regions.

7. Have students prepare individual dialect data sheets. See pages 12-19, Dialects in America.

8. Have a student interview a person from another area and tape a portion of the conversation. Play the tape before the class and have them analyze the dialect.

9. Have students compare various dialects in America. Include:

   a. N. C. Dialect--A Dictionary of the Queen's English
   b. Pennsylvania Dutch, pp. 83-88, The Language of Man, Vol. V
   c. "The Joys of Yiddish," pp. 71-73. The Language of Man, Vol. V
   d. American vs. British
      i. pp. 106-107, Language in Society
      ii. p. 46 Dialects in America
   e. N. Y. Inner City--p. 56, exercise 38, Dialects in America
   f. Black Ghetto, pp. 10-11, America Speaking
   g. Boontling, p. 54, Dialects in America

10. Read "Heinrich Schnibble at the Baseball Game" in Dialects in America, p. 21. Then have students write a short conversation using eye dialect.

11. Have students do research on the question "How do authors represent the dialects of speakers?" Consult such works as Huckleberry Finn, Cool World, Pygmalion (My Fair Lady), "Outcast of Poker Flats".

12. Play records of Andy Griffith, Bill Cosby, etc. to show social dialects.

13. Role-playing--Have a student show how the same person will use different jargon in different situations:

    a. with friends on street
    b. professional meeting
    c. football player
    d. job interview
    e. truck driver at truck stop

    Also refer to pp. 10-11, Dialects in America and pp. 282-283, Language

14. Jargon activities

    a. pp. 18-19, "Saying It Like . . .," America Speaking
    b. pp. 20-21, "Shoat one and a Bossy in a Bowl," America Speaking
    c. pp. 56-60 "The Traveler's Guide to Hash-House Greek," Language Awareness

15. Show world map of languages. Point out areas of controversy between dialects and languages and have students do research on:

    a. Provencal
    b. Jamaican Creole
    c. Gullah
    d. African
    e. Catalan

    Also languages that could be dialects:
    a. Chinese
    b. Norwegian, Swedish

Audio-visual Aids

Filmstrips/Records

1. "American Dialects," Focus on Language Series, Eye Gate, 146-01 Archer Ave., Jamaica Avenue, New York 11435.

2. "How English Traveled Overseas," Linguistic Backgrounds of English. Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

Records

1. Americans Speaking National Council of Teachers of English, 1111 Canyon Road, Urbanna, Illinois, 61801; (Accompanying pamphlet also available).

2. "Dialects" America Speaking. Xerox Education Publication, Middletown, Connecticut, 1974 (record and book).

3. Spoken English---Listening experiences to accompany Guide to Modern English, 9 and 10, Scott Foresman, Vocabulary Records, 1960, Glenview, Illinois 60025.

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Books

1. Escholz, Paul A., Rosa, Alfred F., and Clark, Virginia P. Language Awareness. New York: St. Martin's Press, 1974.

2. Kochman, Thomas. Rappin and Stylin Out. Chicago: University of Illinois Press, 1972.

3. Laird, Charlton. The Miracle of Language. Greenwich, Connecticut: Fawcett Publications, 1953.

4. Littell, Joseph, ed. The Language of Man, Vol IV-VI. Evanston, Illinois: McDougal-Littell, 1971.

5. Malmstrom, Jean. Language in Society. New York: Hayden Book Company, Inc. 1965.

6. Pei, Mario. All About Language. New York: J. B. Lippincott and Co., 1954.

7. Pei, Mario. The Story of Language. New York: J. B. Lippincott and Co., 1965

8. Reynolds, William. Dialects in America. New York: Random House School Division, 1973.

Pamphlets

1. A Dictionary of the Queen's English, Travel and Promotion Division, Department of Natural and Economic Resources. Raleigh, North Carolina 27611.

2. Kitzhaber, Albert R. Language/Rhetoric I. New York: Holt, Rinehart, and Winston, Inc., 1969.

3. Malmstrom, Jean et al. Dialects USA. National Council of Teachers of English, Urbanna, Illinois.

Description

This unit discusses how man produces sounds, the sounds that are unique to a few languages, and those categories that are common to all. Consonant clusters, intonation and a comparison of phonetic sounds vs. the alphabet of English are also covered.

Concepts

1. Speech and breathing are related.
2. Spoken language can exist only because air leaving lungs can be modified.
3. Different languages allow for different sounds and different consonant clusters.
4. The letters of the English alphabet do not represent only one sound, nor do two letters always represent two sounds.
5. Intonation contours of different languages differ.

Objectives

1. To explain basic principles of how sounds are made.
2. To recognize that there are sounds in foreign languages which do not exist in English.
3. To give examples of different ways that a single sound may be represented in English writing.
4. To recognize the relationship of the choice of a negative prefix and the phonological characteristic of the adjective being so modified.

Activities

(Concept 1)

1. Students attempt to say a monosyllabic word "up" or "on" while holding their breath
   (impossible . . .)
2. See exercise on articulation of sound, p. 21, Working with Aspects of Language (WWAL)
   Explanation: although in some rare cases speech is made during inhalation, speech almost always takes place during exhalation. As air leaves the lungs, it is modified by muscular actions of vocal cords, uvula, tongue, jaw, and lips.

(Concept 2)

1. Hand out list with following pairs of sounds on it:

		(Guide to teachers:)
p	b	(voicing)
b	m	(nasalization)

t	s	(stop-fricative)
o	a	(lips: round or flat)
e	oo	(front and back)
oo	a	(jaw opening)

See also: Language of Man pp. 86-90. Is there any relationship between jaw opening and size and shape of drawings? (reference for teachers: pp. 21-24 WWAL).

2. Elicit differences between sounds in each pair and guide discussion to arrive at names for these differences.

3. Use diagrams pp. 63-65 Algeo-Pyles.
   note: t is same as s except tongue tip touches ridge with t.

4. Reproduce bottom exercise p. 49 (WWAL) on allomorphs (II).
   Elicit responses to following questions:
   "Can you explain why each of the prefixes was used, in terms of the first letter in each word?"

   "As speakers of English, we know which prefix to use when we see a new word; can you figure out what rule we follow when we do this?"

   Note:
   im - before bilabials
   ir - before "r" only
   il - before "l" only
   in - before vowels and other consonants

5. Look at the following list of words and determine which past ending--sounds of d or t--is used with each. On the basis of the last sound (not spelling) of each word, can you determine what rule is used in choosing the "d" or "t" sound as the ending?

beg	clap
bulge	talk
bug	laugh
pave	hush
breath	cough
hang	thank

(Note to teacher: sounds at end of words in left column are voiced, requiring d sound: right hand column words end in voiceless sounds, requiring t sound.) Alternative for this is exercise middle p. 49 WWAL.

Optional exercise:

Teachers interested in teaching class The International Phonetic Alphabet are directed to pp. 21-31 WWAL, or pp. 17-18 Working for More Effective Speech.

(Concept 3)

1. Ask students if they have heard any sounds in another foreign language

which are not found in English. If not, here are a few (consult foreign language teachers or natives about proper pronunciation):

Spanish:	Havana, Cuba
German:	lachen, mude
French:	quand (nasal vowel)
	cognac (-gn sound)

2. A Spanish student learning to speak English, usually pronounces the following English words as listed:

   student - "estudent"
   school - "eschool"
   spelling - "espelling"

   What can you say about whether Spanish allows initial consonant clusters?

(Concept 4)

1. Write all the different ways that the sound 'e' is represented in English writing.

   Examples: be, bee, pea, key, quay, Caesar, peer

2. Give examples of words in English where one consonant or consonant cluster can have two sounds.

   Examples: th: thick, there
   c : cycle
   g : gym, gum, garage
   s : rose, start

3. List some sounds in English which are represented by more than one letter:

   Examples: "f" - ph
   "th" - th
   "ch" - ch
   "sh" - sh, chauffeur

4. List some different ways in which an English vowel may sound in writing:

   Examples: bottom, women, bone

   Have students pronounce "ghoti," then follow with George B. Shaw's explanation: gh in enough, o in women, ti in motion (fish)

(Concept 5, 6)

1. View first half of film: Sounds of Language.
   Content: Intonation differences in the speech of French, Japanese, and Russian speakers of English, when they have not mastered the intonation pattern of English. The same dialogue occurs in all three languages. Then pronunciation of the same word is compared in the speech of the three speakers. For example, for three one can her sree (French), trree (Russian), seree (Japanese). Film ends with a discussion of rhythm differences in English and Spanish.

2. Compare the meanings of the following sentence.
   What are we eating for breakfast, mother?
   (a) with rising pitch on the word "mother;"
   (b) with falling pitch on the word "mother."

Audio-visual Aids:

Films

1. Sounds of Language. Indiana University A-V Center, Bloomington, Indiana 47401 (Teaching Film Custodians).
2. Nature of Language. Indiana University A-V Center, Bloomington, Indiana 47401 (Teaching Film Custodians).

Filmstrip

"The Sounds of Language," Focus on Language. Eye Gate, 146-01 Archer Ave., Jamaica, New York 11435

Audio Tape

Comparative Romance Vocabulary prepared by F. Ronald Akehurst, Department of French and Italian, University of Minnesota (available to Virginia teac from Foreign Language Service, State Department of Education, Richmond, Va

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1. Albright, Erhard. The International Phonetic Alphabet: Its Backgrounds and Development. (PRCAFL no. 7) Bloomington, Ind.: Indiana Univ., 1958.
2. Algeo-Pyles. Problems in the Origins and Development of the English Language. New York: Harcourt Brace, 1966, Chap. 3.
3. Alyeshmerni & Tauber. Working with Aspects of Language. New York: Harcourt Brace, 1970.
4. Bollinger, Dwight L. "Around the Edge of Language: Intonation," HER 34:282-96 (1964).
5. Cromwell, Harvey. Working for More Effective Speech. Glenview, Ill: Scott-Foresman, 1968.
6. Kantner, Claude E. and Robert W. West. Phonetics: An Introduction to the Principles of Phonetic Science from the Point of View of English Speech. Rev. edition. New York: Harper and Row, 1960.
7. Pei, Mario. All About Language. New York: Lippincott, 1954, Chap. 2, 3, & 5.
8. (The) Principles of the International Phonetic Association, Being a Description of the International Phonetic Alphabet and the Manner of Using It, Illustrated by Tests in 51 Languages. London: International Phonetic Association, Univ. College, 1949.
9. Wise, C. M. Applied Phonetics. Englewood Cliffs, N.J.: Prentice-Hall, 1957.

Bulletin Board:

1. Place some exotic symbols or sounds from the International Phonetic Alphabet system on the bulletin board and teach students to make such sounds. In anticipation of writing unit, and as a tie-in with sounds unit, place foreign language magazine articles, cartoons, etc. on the bulletin board.

2. Place a chart of cross section of the head showing articulation organs, and also a phonetic chart. See Chapter 3 of Working with Aspects of Language (1975 edition).

SIGNS, SYMBOLS, AND WRITING SYSTEMS

Description

This unit discusses the nature of signs and symbols and man's use of them from his earliest attempts to the present.

Concepts

1. A symbol is something that stands for something else.
2. Symbols are neither good nor bad in themselves, but they have the power to shape our thought and attitudes, and to direct our behavior for both good and bad. Signs and symbols reflect our basic values.
3. Early man presented messages in non-word symbols, but modern man generally uses word symbols.
4. A writing system which represents ideas or general concepts is called an ideograph.
5. Hieroglyphics is a writing system that combined symbols representing ideas with those representing sounds.
6. The rebus concept is a modern version of hieroglyphics in which sound symbol and concept symbol are mixed.
7. In man's search for a writing system he came upon symbols that represented syllables rather than whole words. This is the beginning of writing.
8. In time the concept of syllabary gave way to the alphabetic writing system.

Objectives:

1. To explain in his own words what a symbol is;
2. To make a list of symbols and tell what they represent
   Examples:
   American flag -- patriotism
   hammer and sickle -- Communism
   skull and crossbones -- poison;
3. To describe and identify a pictograph;
4. To describe and identify an ideograph;
5. To describe and identify hieroglyphics;
6. To write his own version of hieroglyphics;
7. To explain, decode, and create a rebus;
8. To describe and identify a syllabary;
9. To identify several alphabetic writing systems
   Examples: Greek, Hebrew, Arabic, English

Activities

1. Symbols
   a. Make transparencies of a variety of symbols to use in an introductory activity. A variety of symbols might be represented--musical, mathematical chemical, road sign, etc.

   b. 1. Use pp. 17-22 of Understanding Language, I.
      2. Use "Sign Language" from Popular Science.

   c. Bring a variety of pictures to show students and have them tell what each stands for.
      Examples: tree, animal (cat, dog, lion), barber pole.

   d. Have students draw a symbol. Collect the papers and redistribute for other students to guess what the symbols represent.

   e. Play the "Switched Symbols" game. See pp. 29-33 of Krupar's Communication Games.

   f. Puzzles
      1. p. 21 of Understanding Language, I.
      2. word-search puzzle- Signs and Symbols, Seek-a-word. Vol. IV, 23, p. 11.

2. Pictographs
   a. Use materials on pp. 26-28 of Algeo and Pyles' Problems in the Origins and Development of the English Language.

   b. Use Exercise 1 on p. 133 in Working With Aspects of Language.

3. Ideographs: Discuss Sumerian cuneiform on pp. 28-29 of Algeo and Pyles.

4. Hieroglyphics: Decode and discuss hieroglyphics on pp. 29-30 of Algeo and Pyle

5. Rebuses
   a. Prepare rebuses for students to solve perhaps using titles of popular songs, books, movies, e.g. "Sunshine on My Shoulders."

   b. Have students draw rebus symbols for the phrases in exercise 3 on p. 135 of Working With Aspects of Language.

   c. Ask students to create their own rebuses to exchange with other students.

6. Syllabaries
   a. Discuss and transliterate sections of Cherokee syllabary on pp. 136-37 of Working With Aspects of Language and pp. 32-33 of Algeo and Pyles.

   b. Discuss and transliterate Japanese Katakana on pp. 34-35 of Algeo and Pyles

   c. Discuss ancient Cypriot syllabary on pp. 300-301 of Teachers guide to Language/Rhetoric II.

7. Alphabets and writing systems
   a. Show the class a variety of writing systems including:
      i. Greek alphabet

ii. Cyrillic alphabet (See p. 37 of Algeo, Pyles)
iii. International Phonetic Alphabet
iv. Hebrew writing system
v. Arabic alphabet
vi. Chinese writing system
vii. Hindi alphabet
viii. Turkish alphabet

Have students identify the different writing systems.

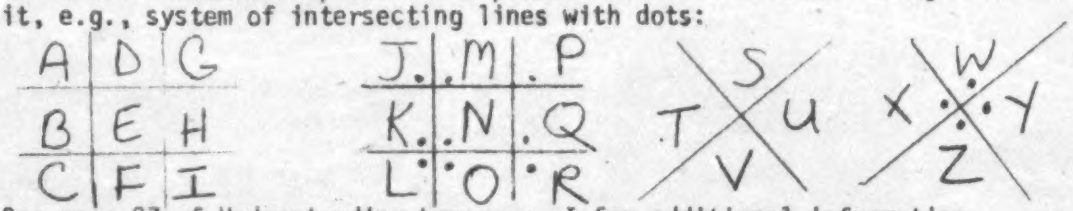
b. Ask students to write their names using the alphabets available.

c. Use Exercise 6, "The Hebrew Writing System," from pp. 137-139 of Working With Aspects of Language.

d. Use the exercise on the Cyrillic alphabet from p. 37 of Algeo, Pyles.

e. Assign students to look up (in the dictionary) and report on origins of letters in the English alphabet.

f. Discuss in class how a code differs from an alphabet. Ask students to devise a code to replace our alphabet and write a letter using it, e.g., system of intersecting lines with dots:



See page 27 of Understanding Language, I for additional information.

g. Have students create an alphabet, writing a phrase like "Now is the time for all good men to come to the aid of their party."

8. Additional projects or reports might include:

a. learning and demonstrating the manual alphabet;

b. discussing whether or not shorthand is an alphabet, and giving a demonstration of it.

Audiovisual Aids

Slides

1. Selected slides from Language, Signs, and Symbols: How Man Communicates, The Center for Humanities, Two Holland Avenue, White Plains, New York 10603.

Audio Filmstrips

1. "Language and Writing," Focus on Language. Eye Gate, 146-01 Archer Avenue, Jamaica, New York 11435.

Films

1. The Alphabet. Indiana University A-V Center, Bloomington, Indiana.
2. Discovering Language: The Alphabet Story. 13 min, color, 1973. Coronet Instructional Media.

3. The Earliest Numbers. 30 min., black and white, 1958. Indiana Universit

4. How the First Letter Was Written. 8 min., color, 1970. Learning Corporation of America.

5. Sign, Signals, Symbols. 11 min., color, 1969. Aims Instructional Media Services, available to Virginia teachers from the Bureau of Teaching Materials, State Department of Education, Richmond, Virginia.

NOTE: For further resource material concerning hieroglyphics and cuneiform, preview films and filmstrips on ancient Egypt and Mesopotamia.

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2. Alyeshmerni, Mansoor, and Tauber, Paul. Working With Aspects of Language. New York: Harcourt Brace and World, 1970.

3. Born, Thomas. Understanding Language, Books 1, 2, 3. Middletown, Connecticut: Xerox Corporation - American Education Publications, 1969.

4. Dugan, Williams, How Our Alphabet Grew. New York: Golden Press, 1972.

5. Fant, Louie J., Jr. Say It With Hands. Silver Spring, Maryland: National Association of the Deaf, 1971.

6. Glathorn, Allan A., Kreidler, Charles W., and Heiman, Ernest J. The Dynamics of Language 1 and 2. Lexington, Massachusetts: D. C. Heath and Company, 1971.

7. Kitzhaber, Albert R., gen. ed., Language/Rhetoric II. New York: Holt, Rinehart and Winston, Inc., 1969.

8. Krupar, Helen. Communication Games. New York: Free Press, 1973.

9. Pei, Mario. All About Language. New York: J. B. Lippincott Co., 1954.

10. "Signs and Symbols," Seek-a-word. Vol. IV, 23, Jan., 1975. Derby, Conn.: Charlton Publications, Inc.

11. Shuldiner, Herbert. "Sign Language," Popular Science. June, 1975.

12. Wachner, Clarence. General Language. New York: Holt, Rinehart and Winston, Inc., 1968.

Bulletin Boards:

1. Allow students to write on a "Graffiti Wall," and then discuss types of signs and symbols used.

2. Students' reproductions of sign language, pictographs, rebuses, alphabetic systems will be good for display.

WORDS AND THEIR MEANINGS

Description:

Language is dependent on words. This unit describes various aspects of the nature of words and their richness. It concentrates on the arbitrary nature of words and their semantic features, synonymy, denotative and connotative meanings, euphemism, metaphors, and the power of words as related to advertising and propaganda.

Concepts

1. The meaning that a word has is arbitrary.
2. Words convey a variety of semantic information.
3. Synonyms are words with major semantic features in common.
4. A word has two kinds of meanings: dictionary or denotative meaning and inferred or connotative meaning.
5. A euphemism is a better-sounding word or phrase used in place of that which seems too harsh or direct. Often it is used to deceive.
6. A metaphor is assigning to a word semantic features that do not normally belong.
7. Words may be used in advertising, politics, and propaganda to influence or deceive.

Objectives:

1. To demonstrate the arbitrary nature of words by giving examples of his own;
2. To give an example of the variety of semantic information conveyed by a word, e.g., boy: male, youth, servitude (South);
3. To provide synonyms for given words such as:

   umpire - referee

   disappear - vanish;
4. To describe common semantic features of a given list of synonyms (See activity
5. To distinguish between the connotative and denotative meaning of a word (denotation is the dictionary meaning while connotation is an inferred meaning)
6. To define and give an example of euphemistic language:

   A euphemism is a better-sounding word or phrase used in place of that which seems too harsh or direct:

   sanitation engineer -- garbage man

   passed away -- died;

7. To specify the metaphor in a given metaphorical expression:

   blanket legislation covers the whole of an issue as a blanket covers the bed;

8. To give an example of how words may be used by ad men to persuade:

   "convenient kitchenette" rather than "convenient small kitchen"

   "mobile home for sale" rather than "trailer house for sale;"

9. To list several devices used by politicans and propagandists to influence or deceive including:

   undefined terms
   name-calling device
   glittering generalities device
   transfer device
   testimonial device
   plain folks device
   card-stacking device
   bandwagon device;

Activities

1. Introduce discussion on the arbitrary nature of words with the cartoon on pp. 5-7 of Understanding Language, I.

2. Have class discussion concerning Humpty Dumpty passage on pp. 27-28 of The Language of Man, Vol. 6.

3. Use pp. 8-16 of Understanding Language I to illustrate the arbitrary nature of words.

4. Have students try assigning names to a variety of familiar and unfamiliar objects brought in by the teacher.

5. Use pp. 4-5 of Understanding Language, IV to illustrate the variety of semantic information conveyed by a word.

6. Use "Symbol Switching" game on pp. 29-33 of Communication Games.

7. Have class do the "mad libs" exercise on p. 54 of Working With Aspects of Langu

8. Have students read and discuss "Antics with Semantics" and "Semantics in Sports" on pp. 28-29 in The Language of Man, Vol 3.

9. Use Practical Semantics, pp. 14-15, 32-34, and 54-55 to illustrate synonyms.

10. Give students a list of words and ask them to provide synonyms.

11. Give students a list of synonyms and ask them to tell what they have in common. Examples:

(1)	(2)	(3)
house	boy	ocean
home	youth	sea
residence	lad	deep
abode	man	main.

12. Use pantomime games and activities on pp. 41-47 of The Language of Man, Vol. 1.

13. Use pp. 46-50 in The Language of Man, Vol. 2, to illustrate connotation.

14. Use connotation activity on p. 8 and on pp. 15-17 Understanding Language, III.

15. Give students a list of synonyms and have them decide which they would prefer to be called.

Examples:

lady	-	woman
girl	-	belle
man	-	gentleman
boy	-	dude
baby	-	toddler
student	-	pupil
brain	-	bookworm

16. In Language and Man, Vol. 1, pp. 17-30 read about "Names" and on pp. 59-63, read or act out playlet "Words, words, words."

17. Use material on euphemisms on pp. 55-63 of The Language of Man, Vol. 2.

18. Use "Antics with Semantics" game on pp. 23-25 in Communications Games.

19. Use activities on pp. 18-28 of Understanding Language, II and p. 13 of Understanding Language, III on euphemisms.

20. Use material on euphemisms on pp. 77-78 of Working With Aspects of Language.

21. Have students analyze a television commercial. (Teacher reference pp. 81-109 of The Language of Man, Vol. 2). Also have students write and present their own commercials.

22. Have students analyze advertisements in magazines and/or newspapers and present findings to the class. (Can be done individually or in small groups.)

23. Use material on metaphors on p. 77 of Working With Aspects of Language.

24. Have students describe which semantic feature has been assigned to a word to which it does not normally belong such as:

weeping rock; crying aloud; billowing wave
(Teacher resource--The Language of Man, Vol. 3, pp. 76-77.)

25. Have students find five metaphors in poetry and explain their meanings.

26. Have students write metaphors from a selected list of words. For example: high; blue.

27. Use the material on pp. 10-11 and 24-25 of Understanding Language, III to illustrate the power of words in advertising.

28. Use material on the language of advertising, pp. 87-101 of The Language of Man, Vol. 6.

29. To illustrate the force of words in politics and propaganda, use pp. 19-21 of Understanding Language, III.

30. Use material on political language, pp. 43-61 of The Language of Man, Vol. 6.

31. Explore the infinite possibilities in noun formation and verb compatability in English (Working With Aspects of Language, pp. 52-53 .

Audiovisual Aids

Record:

Spoken English-listening experiences to accompany Guide to Modern English 9 and 10. Scott Foresman, Vocabulary Records, 1960, Glenview, Illinois 60025

Poster:

Propaganda, #E1748-3, set of eighteen. J. Weston Walch Publisher, P. O. Box 658, Portland, Maine 04104

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Books:

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Alyeshmerni, Mansoor and Tauber, Paul. Working With Aspects of Language. New York: Harcourt, Brace and World, Inc., 1970.

Bolinger, Dwight. Aspects of Language. New York: Harcourt, Brace, Jovanovich, 1975.

Born, Thomas. Understanding Language, Books I, II, III. Middletown, Connecticut: Xerox Corporation, American Education Publications, 1969.

Eschholz, Paul A., Rosa, Alfred F., and Clark, Virginia P. Language Awareness. New York: St. Martins' Press, 1974.

Ford, Nick Aaron, ed. Language in Uniform - A Reader on Propaganda. New York: The Odyssey Press, Inc., 1967.

Krupar, Helen. Communication Games. New York: Free Press, 1973.

Littell, Joseph Fletcher, ed. The Language of Man, Vol. 1, 2, 3, 6. Evanston, Illinois: McDougal, Littell and Company, 1971-1972.

Reynolds, William, Practical Semantics. New York: Random House, Inc., New York, 1971.

Teacher reference material for euphemisms:

Aspects of Language - pp. 111-12, 260-263
Language Awareness - essay on p. 16
The Language of Man, Vol. 6 - pp. 37-40

Teacher reference material for propaganda:

Language in Uniform - A Reader on Propaganda -- pp. 12-18

Resource material for propaganda

Propaganda - A student text by J. Weston Walch. Spiral bound, E-1545-3. J. Weston Walch, Publisher, Box 658, Portland, Maine 04104

Other suggested topics that the class might wish to explore are:

- hyperbole
- malapropism
- folk etymology
- professorese (gobbledygook)